

GENDER ASSOCIATED ELEMENTS IN THE PROCESS OF ENGLISH TEACHING

¹SATIMOVA HAYOTKHON KARIMOVNA, ²HAYDAROVA GULHAYO AHMADALIYEVNA, ³XOSHIMOVA DILSO'Z RASULJON QIZI, ⁴MAXSUDOVA UMIDA ABDUSATTOR QIZI, ⁵JO'RAYEVA ZULAYXO SHAMSHIDDINOVNA, ⁶ATADJANOVA NODIRABEGIM NASIMXO'JA QIZI, PHD, ⁷SADIKOVA SHAHNOZA SHUXRAT QIZI, ⁸ZIYAYEV AVAZJON IXTIYORVICH

- ¹. TEACHER AT KOKAND STATE UNIVERSITY, EMAIL: hayotkhonsatimova@gmail.com, ORCID ID: 0009-0009-5405-5297
². PHD, TEACHER AT KOKAND STATE UNIVERSITY, EMAIL: hgulhayoxon90@gmail.com, ORCID ID: 0009-0007-8262-304X
³. TEACHER AT KOKAND STATE UNIVERSITY, EMAIL: dilsozxoshimova20@gmail.com, ORCID ID: 0009-0009-0346-1121
⁴. TEACHER AT KOKAND STATE UNIVERSITY, EMAIL: umaxsudova92@gmail.com, ORCID ID: 0009-0002-0303-5172
⁵. TEACHER AT KOKAND STATE UNIVERSITY, EMAIL: jurayevazulayho818@gmail.com, ORCID ID: 0009-0000-0405-2279
⁶. TEACHER AT KOKAND STATE UNIVERSITY, EMAIL: atadjanovanodirabegim@gmail.com,
⁷. TEACHER AT KOKAND STATE UNIVERSITY, EMAIL: shakhnozasadikova1909@gmail.com, ORCID ID: 0009-0002-8630-236X
⁸. PROFESSOR AT KOKAND STATE UNIVERSITY, EMAIL: ziyayevavazjon454@gmail.com

Abstract

This article explores the impact of teacher gender on English language teaching (ELT), arguing that a gender-sensitive pedagogy can challenge traditional cultural constraints, promote self-realization, and create space for equal participation of all students. It examines how teacher gender affects classroom dynamics, language use, authority relations, and learner engagement. Drawing on empirical research and sociolinguistic theory, the article outlines strategies for gender-inclusive teaching — from inclusive materials to gender-neutral assessment — to foster equitable and supportive learning environments.

Key words: methodology, gender, teaching English, gender related problems

INTRODUCTION

The growing interest in sociolinguistic and gender-aware approaches to language teaching has brought to light the often-overlooked dimension of gender in ELT. While some literature reduces “gender” to a mere addition of a “female perspective,” a more comprehensive gender approach seeks to deconstruct cultural constraints that limit human potential based on gender identity. The main goal of such an approach in education is to enable maximum self-realization for all learners — regardless of gender — and to reveal diverse abilities through pedagogical interaction. In this context, teacher gender becomes a critical factor in shaping not only classroom environments, but also learners’ cognitive and social development.

The gender approach to teaching English is the topic of the article under discussion. The examination of several gender-related papers reveals that there are still disagreements among scholars about theoretical matters. For instance, the concept of gender is still widely accepted and is confined to the inclusion of a “female” component in science and education. The article’s author holds that the goal of the gender approach in education is to dismantle traditional cultural constraints on how a person’s potential is developed based on their gender, comprehend and create conditions for maximum self-realization, and reveal students’ abilities of both sexes during pedagogical interaction. This can then be addressed with an effective methodological solution.

LITERATURE REVIEW

The intersection of gender and English language teaching has been explored by several prominent scholars, particularly in the context of classroom dynamics, teaching methodologies, and learner engagement. While foundational language teaching theorists, such as Penny Ur, provide comprehensive guidance on methodology and classroom management, they do not explicitly address gender as a factor influencing teaching or learning outcomes.

Sunderland’s pioneering work, *Gender in the EFL Classroom*, emphasizes that gender significantly affects language use, classroom interaction, and the design of instructional materials. Sunderland’s work provides a theoretical

foundation for understanding how gender-sensitive pedagogy can be integrated into English language teaching. Her emphasis on empirical classroom observations offers practical implications for designing inclusive learning environments.

Judith Baxter focuses on sociolinguistic perspectives in educational contexts, examining how gender influences classroom interaction. In studies such as *Teaching Girls to Speak Out*, she identifies patterns in which girls and boys navigate classroom participation differently, often shaped by societal norms. Baxter demonstrates that these patterns are not merely individual but socially constructed, revealing systemic tendencies in interaction and learner confidence. Her work is crucial for recognizing the broader social and cultural dimensions that teachers must consider when promoting equitable participation in English language classrooms.

In her work *The Myth of Mars and Venus* Deborah Cameron challenges assumptions that male and female learners inherently possess different linguistic abilities or styles, urging educators to adopt a more nuanced understanding of gender as socially and contextually constructed. Cameron's critical perspective informs language teachers that interventions should focus on challenging bias and fostering critical thinking rather than reinforcing simplistic gender distinctions.

METHODOLOGY

The goal of the gender approach in education is to dismantle ingrained cultural constraints on how much a person's potential can be developed based on their gender, comprehend and create conditions for maximum self-realization, and reveal students' abilities of both sexes during pedagogical interaction. This approach is also seen as an effective methodological solution.

Teachers play a key role in the methodology of language teaching. The teacher's role encompasses various aspects. The gender of the teacher can influence the dynamics and interactions in the classroom when teaching English. Here are some factors to consider:

1. Role modeling: The gender of the teacher can serve as a role model for students, especially in terms of language usage and communication styles. Students may look up to their teacher as an example of how to speak and write in English, and the gender of the teacher can influence how students perceive and model their language skills.
2. Classroom dynamics: The gender of the teacher can impact classroom dynamics and interactions. For example, some students may feel more comfortable interacting with a teacher of the same gender, while others may not have a preference. The teacher's gender can also influence the types of activities and discussions that occur in the classroom.
3. Cultural perceptions: In some cultures, the gender of the teacher may carry certain expectations or stereotypes regarding teaching styles, language proficiency, and authority. Teachers of different genders may be perceived differently by students and may need to be aware of and address any biases or misconceptions.
4. Language use: The gender of the teacher can influence language use in the classroom. For example, male and female teachers may use language differently, with variations in tone, vocabulary, and speech patterns. This can impact how students learn and understand the English language.
5. Role of gender in language learning: Research has shown that there may be differences in how males and females approach language learning and use. Teachers can consider these differences when planning and delivering instruction, and may need to be aware of potential gender-related challenges or biases in language learning.

The gender of the teacher can play a role in shaping the classroom environment and language learning experiences. It's important for teachers to be mindful of how their gender may influence their interactions with students and to strive for an inclusive and supportive learning environment for all students, regardless of gender.

When it comes to teaching English, the role of the teacher in addressing gender-related problems in the classroom is crucial. Here are a few strategies for teachers to consider:

1. Create an inclusive environment: Teachers should create a classroom environment that is inclusive and respectful of all students, regardless of gender. They can encourage open discussions about gender stereotypes and ensure that all students feel valued and respected.
2. Choose inclusive materials: Teachers should carefully select materials, such as textbooks and literature that showcase diverse gender roles and perspectives. This can help students see that there are many different ways to express gender identity.
3. Challenge assumptions: Teachers can challenge stereotypes and assumptions about gender by using critical thinking and questioning techniques. They can encourage students to think critically about the language and imagery used to represent gender in the media and literature.
4. Provide role models: Teachers can invite guest speakers or incorporate stories and examples of successful individuals who challenge traditional gender roles. This can help students see that there are many different ways to be successful, regardless of gender.
5. Encourage student participation: Teachers can ensure that all students have the opportunity to participate in class discussions and activities, regardless of their gender. This can help create a more equitable learning environment.

Overall, the teacher's role in addressing gender-related issues in the classroom and implementing effective language teaching methodologies is essential for creating an inclusive and supportive learning environment.

To solve gender-related problems in teaching English, educators can adopt various strategies:

1. Inclusive Language: Use inclusive language in teaching materials and classroom discussions to ensure that both male and female students feel represented and valued. Avoid using gendered stereotypes or biased language.
2. Encourage Equal Participation: Create an environment where all students, regardless of gender, feel encouraged to actively participate in class discussions and activities. Monitor and address any gender-based disparities in participation.
3. Diverse Reading Materials: Incorporate a diverse range of reading materials that portray both genders in positive, non-stereotypical roles. This can help challenge gender biases and provide students with a more balanced perspective.
4. Address Biases and Stereotypes: Discuss gender biases and stereotypes openly with students, and provide opportunities for critical thinking and reflection. Encourage students to challenge and question gender-based assumptions.
5. Gender-Neutral Assessment: Ensure that assessment practices are fair and free from gender bias. Use assessment criteria that are based on achievement rather than perpetuating gender stereotypes.
6. Professional Development: Provide training and support for teachers to raise their awareness of gender-related issues and develop effective strategies for fostering an inclusive classroom environment.
7. Encourage Student Input: Create opportunities for students to voice their concerns and experiences related to gender in the classroom. This can help identify potential issues and develop targeted solutions.
8. Collaboration with Parents and Community: Engage parents and the broader community in discussions about gender equality and the role of education in challenging gender stereotypes. This can help build a supportive network for promoting gender equality in education.

By implementing these strategies, educators can contribute to creating an inclusive and equitable learning environment that supports the educational needs of all students, regardless of gender.

CONCLUSION

The gender of the teacher can have a meaningful and multifaceted impact on the classroom environment, influencing both interpersonal dynamics and students' overall language-learning outcomes. As such, it is essential for educators to maintain an acute awareness of how their gender may shape classroom communication, authority relations, and learner engagement. This awareness should be accompanied by a conscious commitment to fostering a supportive, inclusive, and gender-sensitive educational atmosphere that ensures equal participation and respect for all students. The teacher plays a pivotal role in acknowledging and addressing gender-related issues within the instructional context. The effective integration of gender-responsive pedagogical strategies and equitable language-teaching methodologies is vital for promoting fairness, reducing bias, and creating a positive learning climate. When educators thoughtfully employ such approaches, they actively contribute to the establishment of an inclusive and equitable educational setting that responds to the diverse academic, social, and emotional needs of every learner, regardless of gender.

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